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ABSTRACT

Instructional Television of the Catholic Archdiocese of New York (ITV Center) is described as a fixed service broadcasting system which reaches 207 neighboring schools (188 elementary and 19 secondary), each of which is wired for closed circuit television. Production facilities, programing, and general administration of the ITV Center are described, as well as the operation and video facilities of three user high schools. The ITV Center identifies reasons for and possible solutions to the problem of high school teachers' reluctance to utilize the Center's programing. (CMV)

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The Agency for Instructional Television is a nonprofit American-Canadian organization established in 1973 to strengthen education through television and other technologies. AIT develops joint program projects involving state and provincial agencies, and acquires and distributes a wide variety of television and related printed materials for use as major learning resources. It makes many of the television materials available in audiovisual formats. AIT's predecessor organization, National Instructional Television, was founded in 1962. The AIT main offices are in Bloomington, Indiana; there are regional offices in the Washington, D.C., Atlanta, and San Francisco areas.

This report is one of a series of case studies developed by AIT. The case studies were conducted by the research staff of AIT and consultants to it as part of the Secondary School Television Project. This project is an activity of AIT supported with funds from Exxon Corporation and Union Carbide Corporation. It is designed to review the current uses of secondary school television and to explore improving the use of television in selected secondary curriculum areas. Monica Dignam and S. Holly Stocking were co-investigators on this case study.

Additional research reports related to secondary school television, and further information about the Secondary School Television Project, can be obtained from the Agency for Instructional Television, Box A, Bloomington, Indiana 47401.

Research Report #51

School Television in the
Archdiocese of New York

July 1977

Instructional Television (ITV) of the Catholic Archdiocese of New York is one of the largest local instructional systems in the United States. Operating out of a one-story brick building on the grassy grounds of St. Joseph's Seminary in Yonkers, the Instructional Television Center broadcasts over a private microwave band throughout an area of 4,717 square miles of the New York Archdiocese, reaching 188 elementary schools and 19 secondary schools in ten counties. As of this year, its total student viewing audience was 92,917; 77,683 elementary school students, and 15,234 high school students.

ITV operates an Instructional Television Fixed Service (ITFS) system. According to Program Director Sister Helen Horton, this system was selected because it was less expensive, allowed more channels, and, as a private communications system, permitted religious programming. Programs originate at the central broadcasting facility in Yonkers and are then transmitted to schools wired for closed-circuit television. One of the few disadvantages of the system is that ITFS signals

are line-of-sight signals, easily obstructed by tall buildings, trees, or hills. As a result, many potential user schools--approximately 40 in Manhattan and the Bronx--cannot be reached.

Nevertheless ITV enjoys a wide distribution and varied application in the New York Archdiocese. For example, the system enables an English teacher at Cardinal Hayes High School to reinforce a reading of the play with programs on Hamlet. A Spanish teacher at St. Joseph Hill Academy uses a language series to supplement lessons in pronunciation and grammar. A social studies teacher at Aquinas High School employs television to "set the stage" or "wrap up" a unit of instruction.

Administrative Director Sister Irene Fugazy heads the Center. Although on paper she reports to Terrence Cardinal Cooke, in practice, her decisions are almost always accepted as a matter of course. The Archdiocese only requires that she keep a balanced budget, but with the bulk of financial support coming from per pupil assessments and an increasing number of Catholic schools closing their doors, this has become a difficult task. Nevertheless, the ITV Center is self-supporting and does not "drain" user schools who consider the $2.25 per elementary and $1 per high school pupil reasonable for the services provided.

In recent years, however, other fund-raising ventures have been necessary, and a celebrity golf tournament and an Ice Capades benefit were organized. An influential woman, Sister Irene has many options available. She is aided in her endeavors by "a small, but dedicated staff," and a 40-member Advisory Board made up of business, education and communications industry leaders. A knowledgeable and influential

body, it consists, in part, of the retired presidents of CBS radio and J. Walter Thompson; the presidents of Ford Motor Co., CBS-TV and WPIX; the vice-president of American Airlines; television producers and directors; cable television consultants; the president of Pace University; the senior vice-president of Harcourt, Brace, Jovanovich; and the vice-president of Fordham University. Sister Irene characterized the Board as "tough-minded men," who have "seen to it that ITV purchased the best."

Programming

According to Sister Helen Horton, 85% of all programming broadcast over the three ITV channels is externally-produced, with all but about 10% supplied free by the State of New York. The rest are rented from film companies and television software distributors. Sister Helen estimated that last year's program rental budget was between $16-18,000, with $4-5,000 going to secondary school programming.

Most of ITV's elementary school programming is obtained through a cooperative leasing service, the Catholic Television Network. CTN is an informal network of instructional television systems in ten Catholic Dioceses around the country--New York City, Rockville Centre, Long Island, Brooklyn, Boston, Chicago, Miami, Detroit, Milwaukee, Los Angeles, and San Francisco. While these cooperative transactions are limited to elementary-level materials, as a network affiliate, ITV enjoys group rates from software suppliers, and makes its own arrangements for secondary series.

In-house programming is produced in two color-equipped studios at the Yonkers site. According to Sister Helen, a minimum of production time goes into secondary level programming. Last year, only one series, "Sights and Sounds on Scripture," was produced for the high school level; this series was actually geared toward seventh and eighth graders, but was designated in the Broadcast Schedule as suitable for ninth grade as well. Other in-house programming included the production of a weekly news program, "News and Views," which is written, produced and performed by students at both the elementary and secondary levels.

Out of 85 regular series listed in the 1976-77 Broadcast Schedule only 15 were specifically designated for high school viewing. Some teachers have expressed dissatisfaction. According to the candid remarks of one school administrator, "ITV has a long way to go before its [high school materials] are as good as [those for] elementary schools." Similarly one teacher reported, "ITV is really for elementary school kids."

The high school programming that <u>is</u> available is distributed on a "dial-a-lesson" basis. Unlike elementary programming which is scheduled at fixed times each day, dial-a-lesson is supplied more or less on demand. For example, if a high school teacher wishes to use a social studies program, he or she informs the school's AV coordinator, usually a librarian, a day or two in advance. The coordinator then requests the program from Sister Helen Horton, who in turn, schedules it

during one of fifteen to seventeen open time slots scattered between the daily fixed schedule programming.

If the high school has its own videotape recorder--as do most of the New York Archdiocese schools--Sister Helen schedules the program to be taped by the local AV coordinator or teacher user. If the school does not have a videotape recorder, then she will try to schedule the program during a suitable class period. Since secondary school teachers require more open-ended scheduling, the objective of "dial-a-lesson" is to provide flexibility.

Production facilities at the ITV Center are impressive. Purchased by the late Cardinal Spellman from the RCA exhibit at the New York World's Fair in 1966, the equipment was advanced for its time, and remains so in comparison with many other school television production facilities. Three color cameras, three black-and-white cameras, quad recorders, full production switcher, two film chains and three videocassette recorders with time base correctors are only a part of the array of available hardware. As a matter of fact, the facilities are sophisticated enough for the center to charge--and easily get--$325 per hour for outside organizations to use them.

Other programs are selected by Sister Helen from supplier catalogs. Sister Helen, who has a master's degree in communications from New York University, makes final decisions relying on requests from AV coordinators, teachers and department chairmen. Final program selections are published in an

annotated broadcast schedule distributed at the start of every school year. Teacher's guides are made available on request. The Center's utilization directors, Susan Rothenberg (part-time) and Martha McKenna (full-time), are responsible for keeping abreast of teacher requests. In addition, they visit secondary schools on request to explain ITV services and conduct workshops.

Aquinas High School

One of the ITV user schools, Aquinas High School, has been called a "castle in the middle of the Bronx." The streets surrounding the school show all the signs of urban decay--burned-out tenements, scattered trash, shattered glass and extensive graffiti on building walls. A motorcycle gang has taken up residence only a block away. By comparison with the neighborhood, Aquinas is a restful oasis. A grassy courtyard at the front of the building is immaculately groomed. The walls of the three-story red-brick building are spotless. A visitor who rings the bell at the large wooden entrance is greeted by a smiling student dressed in a blue-plaid uniform, and is politely ushered to the principal's office.

Aquinas is a "community" school; that is, it is owned and financially supported by a religious community, the Dominican Sisters of Sparkville, headquartered in upstate New York. The Sisters, who reside in a convent attached to the school, administer the school on the $800-a-year tuition, and contributions from parents and other benefactors.

While Aquinas has had the capability to use ITFS since the system was instituted in 1966, the service is far from fully utilized. According to Sister Joan Stellern, librarian and media coordinator, television is the most expensive, but least used, communications medium in the school. Aquinas High School pays about $1,000 per year for ITV assessments, electricity and servicing of the eight portable television monitors. Yet, Sister Joan says, she receives no more than three or four dial-a-lesson requests per month from the 52-member faculty; these are from the Religion Department.

The biggest problem to date, she says, has been ITV scheduling. Aquinas operates on a rotating class schedule, whereby individual classes meet with the same teacher at different times every day. To solve the scheduling problem, the Aquinas staff, in consultation with ITV technicians, purchased a videotape recorder, an automatic timer and a color monitor. With this equipment Sister Joan will be able to tape off-air for playback at the requesting teacher's convenience.

The purchase was made because the principal, Sister Margaret Ryan, believes in school television and wants to facilitate its use. Described by one of the faculty as the "prime mover" in television services at the school, Sister Margaret saw the need for a videotape recorder several years ago. With verbal faculty support, she made a plea to parents for the necessary financial assistance. Because the school has established credibility with parents, they have "implicit trust in our judgment," said Sister Margaret, and they raised

the money required both to purchase the necessary equipment and to install a roof-top antenna high enough to provide regular broadcast television access. The total cost, according to Sister Joan Stellern, was $2,500.

Cardinal Hayes High School

A particularly active user of ITV is Cardinal Hayes High School, located several miles south of Aquinas in the South Bronx. Like Aquinas, it is surrounded by signs of urban deterioration--trash and broken glass litter the streets, and graffiti splotches buildings and burned-out tenements. Unlike Aquinas, it is huge and faces the heavily-trafficked Grand Concourse. Approximately 1,500 adolescent boys, most from nearby neighborhoods, attend the school. Although it accomodates almost double the number of students, it has only ten more faculty members than Aquinas.

Father Bernard Corrigan, the AV Director, estimates that the school's student and faculty population use an average of one to two (and sometimes three to four) ITV programs a day. The reason for this frequent usage is Father Corrigan himself, who is the school's "TV man." Working at a long conference table surrounded by portable television monitors and a portable reel-to-reel videotape recorder, Father Corrigan is also the school technician, and dispenses all equipment. In addition, he makes all equipment purchase decisions, in consultation with technical engineers at the ITV Center. He says that Cardinal Hayes' principal Thomas McCormick has "never told me not to do anything."

Although the school is a diocesan high school, owned and financially supported by the Archdiocese of New York, all of the school's television equipment has been purchased from royalties which Corrigan has earned in the manufacture and sale of overhead transparencies and from payments for AV services supplied to other schools and parishes. In addition, Father Corrigan has accumulated equipment over the years, including two 24-inch color television monitors, six black-and-white monitors, two standard reel-to-reel videotape recorders and a film chain. He has also purchased a portable reel-to-reel videotape recorder and a small video camera which are available for use in student evaluations in speech and salesmanship classes.

In addition to being wired for ITV, Cardinal Hayes has the capacity to receive broadcast signals from commercial and educational stations in the New York City area. But television at Cardinal Hayes is almost exclusively the province of ITV. Every classroom in the school is wired for the service. A teacher wishing to use a program places a request with Father Corrigan a day or two in advance. Corrigan then "dials-the-lesson" with Sister Helen Horton at the ITV Center, who in turn broadcasts it for taping. Corrigan tries to schedule taping sessions after the students have left for the day. On the day the program is to be used, a student picks up the portable television monitor, wheels it to the classroom

(via the elevator if necessary), plugs it in and turns to the proper channel for viewing.

Father Corrigan himself admits to being a "big pusher" of ITV programming. At the beginning of each school year, he distributes a colorful newsletter containing the ITV broadcast schedule for the upcoming season. In addition, he frequently "talks up" ITV programming with department chairmen and individual teachers. He also reluctantly admits to having become almost an indispensable component of the television system at Cardinal Hayes. He recalled that in 1973 when he was out of school because of a heart attack, television use was almost nonexistent.

St. Joseph Hill Academy

St. Joseph Hill Academy stands in vivid physical contrast to both Aquinas and Cardinal Hayes. The school building sits atop a rise overlooking a comfortable residential neighborhood on the northeast side of Staten Island. Its hilly grounds are enclosed by imposing wrought iron gates; inside, a driveway winds past large areas of trees and florid gardens.

Like Aquinas, St. Joseph Hill is a community school, owned, operated and financially supported by the Daughters of Divine Charity who reside in a stately brick convent behind the school. The school depends on tuition of $750 per student, family assessments of $100 each, and donations. Unlike both Aquinas or Cardinal Hayes, however, St. Joseph Hill considers itself

a college preparatory high school. Entrance requirements are stiff. A majority of the 415 female students come from comfortable middle class homes in Staten Island and Brooklyn. Students are extremely grade conscious, according to their teachers. In the view of one English teacher, the academic atmosphere in the school is highly competitive.

Although the school has videotape recorder capability, only two rooms--the library and the social hall--have been wired for ITV. To use the ITV system, a teacher makes a request with the librarian a day or two in advance. The librarian then "dials-a-lesson" to Sister Helen Horton, who in turn broadcasts the program at a convenient time for taping. Once the tape is made on one of the two videotape recorders owned by the Academy, the librarian notifies the teacher and schedules the class. All technical operation of equipment is handled by the library staff.

In addition to ITV programming, the Academy also makes use of television materials supplied by the State of New York. By sending a blank tape to the State, any educational institution can obtain any program on file, free of charge.

Assistant librarian Marion Horton says that the most frequent use of television at the school is ITFS. Use by the Academy's 22-member faculty is erratic, however, ranging from "some weeks not at all," to "sometimes every day or every other day." But even those who use the system complain of scheduling

difficulties. As the system has operated to date, according to Sister Antonia Lewandowski, English Department chairperson, the use of ITV takes "twice as much preparation as textbooks."

> A teacher has to order the program, check with the librarian to make sure the program got taped, and [if] there's no conflict, move the students. Teachers are reluctant to use it because it's so inconvenient.

To reduce much of this inconvenience, Sister Charlotte Gulban, principal, in consultation with the faculty, has decided to wire three additional classrooms for ITV, and to purchase another videotape recorder and monitor; these additions will allow teachers to tape their own programs and to avoid having to move their classes. To pay for the additional service and equipment, Sister Charlotte decided to sell the Academy's production equipment (three cameras and a special effects generator) which, with the transfer of the one teacher who knew how to use them, are now standing idle.

ITV Use

ITV administrators at the Yonkers Center admit that when the system was launched in 1966, the enthusiasm was for "pursuing the elementary schools." There were several reasons: (1) elementary school teachers were easier to reach; (2) there was more programming available at this level; (3) scheduling problems were considered insurmountable at the secondary level. According to the first director of the ITV Center, Monsignor O'Keefe, the appearance of playback equipment in the high schools (in the project's second year of operation) somewhat eased difficulties and "opened the door"

for secondary school television. However, for a variety of reasons, among them the scheduling problems noted above, utilization in the high schools never caught on.

Sister Helen Horton attributes much of the cause to the high school teachers themselves, many of whom simply aren't interested in using instructional television. "High school teachers are different from elementary teachers in that they know their subject. They're king of their domain. Only 45 minutes a day is given to them and they're not going to give it up." In Sister Helen's view, many are overly attached to the lecture method. "Unless they lecture, they feel they haven't taught anything," she says.

Father John Durkin, chairman of the Cardinal Hayes Religion Department, agrees. "Teachers who are strict lecturers aren't going to use [ITV]," but teachers who are more adaptable, and who look for materials to arouse student interest, will. At St. Joseph Hill, one teacher described by teachers and students as "a strict lecturer" conforms to this description. By her own account, however, she expressed a reluctance to use television because "there isn't time for it," and "you can't use audiovisuals all the time else the kids'll grow up to be boobs." Despite being a great advocate of school television, Father Corrigan of Cardinal Hayes cautions that not all effective teachers use the medium, as "some teachers get everything across without it."

Others mentioned machinery as a major factor affecting teacher use of school television. "Teachers are reluctant to

use machines of any kind," according to Sister Joan Stellern of Aquinas. "If there's a problem with fine tuning and a teacher has 25 students waiting, they find it difficult." Fear of machinery was also noted as a barrier to use by Brother Michael Wawrzynski, English teacher at Cardinal Hayes.

Sister Helen Horton believes that high school teachers may not know how to use classroom television. In most cases, their training didn't prepare them for it. Teacher users run the gamut in experience from those who were familiar with instructional media through their studies in teacher training institutions, like Sister Margaret Mary O'Doughtery, religion teacher at Aquinas, to Sister Antonia Lewandowski, who had learned everything on the job.

Another reason cited for reluctance to use ITV was that teachers are threatened by it. "One of the biggest things which impeded the utilization of instructional television," according to Sister Irene Fugazy, were "all the foolish statements" made in the early days of ITV which suggested that

> television might replace teachers, that television could educate the masses...that was an immediate threat ...what really was meant was that television could help out certain teachers. It could enhance the quality of teaching. The truth of the matter is that television will never replace the live teacher. The finest course in the world has got to have somebody making certain students are doing their assignments and making sure the lesson goes out.

Copyright regulations might have inhibited off-air taping at one of the two schools with videotape recorders, but not at the other. At Cardinal Hayes, Father Corrigan strictly interprets copyright laws because the school itself is the

holder of numerous copyrights on overhead transparencies. At St. Joseph Hill, however, some teachers had a different interpretation of the copyright law. One history teacher, for example, has used tapes of commercial television programs in her classes for years, with the understanding that in disseminating teacher guides for commercial television programs, sponsors are giving teachers license to tape the program off-air, at will.

Whatever the reasons, ITV Utilization Director Suzanne Rothenberg says that staff efforts to generate ITV use among high school teachers have been disappointing. Last year, when ITV organized a spring workshop to acquaint teachers with the mechanics of television production equipment, and to solicit their evaluations of secondary software, only about sixty out of the five- to six-hundred secondary teachers serviced by ITV attended. Of these, only ten answered a follow-up letter indicating specific program preferences.

Rothenberg visited all schools wired for ITV. Although potential high school users always expressed interest during her visits, they never followed up. Basically, she feels, "there's not a lot of teacher enthusiasm for instructional television on the high school level...It's as if they're too sophisticated for it."

She has talked with many teachers about their programming preferences and her findings indicate that at least according to English teachers, there is a need for more dramatized programs. "Teachers prefer dramatized programs to lectures," Sister Joan Stellern claims. Brother Michael Wawrzynski would

like to see "more dramatization and less commentary," while a sophomore at St. Joseph Hill agreed. "I don't like documentaries," she said. "When there's a story, it's better."

Rothenberg identified a real demand for remedial programs in grammar, math and science, and "programs dealing with values, like 'Self Incorporated'." Sister Antonia Lewandowski suggested "a 'Sesame Street'-style program on grammar." Finally, Rothenberg says, she has had requests for programs dealing with current events, foreign cultures and consumer and vocational guidance. Above all, there is a call for programs which are professionally done.

In spite of this lack of enthusiasm from the secondary schools, ITV administrators have not given up. Sisters Helen Horton and Irene Fugazy retain the belief that if high school teachers are properly introduced to school television, they will use it. A study of television use by fourth through eighth grade teachers conducted by Rothenberg last year supports their view. Two findings from that study stand out: First, the lack of knowledge about ITV programming, rather than dislike of it, leads to under utilization of the ITV system. Second, when teacher interest in a program is aroused, they somehow manage to use it.

The view that sufficient preparation of teachers is necessary for maximum ITV use is further supported by the fact that user high schools all have strong, effective AV personnel who continually lobby for ITV use. Sister Irene Fugazy, Sister

Helen Horton and Ms. Rothenberg agree that the presence of one informed, dedicated individual can mean the difference between television use and non-use. As Rothenberg suggested, "it takes one key person--whether it's the AV coordinator or the principal" to "talk up" the use of television in the classroom. Without such a person to generate use, it's difficult. Says Sister Helen Horton, "Teachers have got to know about television and be urged toward it."

For the moment, Sister Helen, Sister Irene, and Suzanne Rothenberg are developing several new strategies to "woo" secondary school teachers in the New York Archdiocese. These include:

1. Hospitality suites. Next fall, ITV staff plan to set up demonstration corners in individual high schools which will allow teachers to "drift in and out" during the school day, viewing videotapes and learning about ITV equipment. The suites will save teachers from making what may be an inconvenient trip to workshops held in the ITV Center. It will give them hands-on experience with television which will generate, they hope, greater teacher use of the ITV system.

2. Workshops for school AV coordinators. In the past greater effort has been made to attract department chairmen rather than AV coordinators to ITV workshops. Since AV coordinators may be more critical in the encouragement of teacher use of ITV, they will be more actively courted in the future.

3. Increased and more flexible time available for "Dial-a-Lesson." The dial-a-lesson time slots are now scattered throughout the school day; next year entire blocks of time will be set aside for the call-in programming. This means that instead of having to fit the class to ITV scheduling, teachers will be able to make requests at a convenient time, within the 2- to 3-hour daily time block. Sister Helen and Sister Irene hope this will relieve any scheduling inconveniences which might thwart teacher use.

Administrators at the Yonkers ITV Center hope these new approaches will encourage teachers to use the system. They are convinced that television need not be an educational frill, at any level. As Sister Irene Fugazy claims,

> TV is the greatest single supplemental tool that modern education has. We are educators of the so-called 'Sesame Street' child, who often thinks that coming to school is an interruption of the educational process. Television in the classroom can contribute greatly to the education of [this] modern child.

The top administrators at diocesan high schools seem to agree. Aquinas' principal, Sister Margaret Ryan, is a strong supporter of instructional television. If forced, she would choose television over any other instructional medium. In her view, television has great potential for capturing students' interests, particularly nonbook-oriented students. Moreover, from an economic standpoint, she feels that ITV is a less expensive audiovisual aid.

Principal Father Thomas McCormick, who speaks highly of ITV, also feels that television is anything but a frill.

"Television is more and more needed for the slower type of student we're getting in here," he says. "It's a must." Father McCormick would cut down on sports before he would cut out ITV services. Sister Charlotte Gulban, principal of St. Joseph Hill Academy, too, believes that television "enhances students' educational opportunities." In particular, she notes that her school offers a limited number of courses, and television, "at the very least" provides variety.

AIT RESEARCH PUBLICATIONS

This publications list includes research reports from AIT and its predecessor organizations, NITL, NCSCT, and NIT. Most of these reports were distributed widely. However, some were written for internal documentation and are generally unavailable to a larger audience. Many of the out-of-print reports (marked with an asterisk) are available through the ERIC system. Other materials may be obtained from AIT and from the ERIC system (ED numbers are included for such reports).

The Evaluation of Instructional Television. NITL, December 1963.*

The Status of Instructional Television. NITL, March 1964.*

An Assessment of Instructional Television: 1966-1968. $2.00 per set, .40 each (ED 083 800)
Instructional Television in Art Education
Instructional Television in Music Education
Instructional Television in Foreign Language Education
Television in Health and Physical Education
Television in Language Arts Education
Television in Mathematics Education
Television in Social Studies Education

Television in Higher Education: Social Work Education. NCSCT, 1966. .50 (ED 083 801)

One Week of Educational Television, Number 4. Morse Communication Research Center, Brandeis University and National Center for School and College Television, NCSCT, 1966* (ED 082 529)

Guidelines for Art Instruction Through Television for the Elementary Schools. NCSCT, 1967. $2.00

Television Guidelines for early Childhood Education. NITC, 1969. $2.00 (ED 040 739)

One Week of Educational Television, Number 5. National Education Television and the National Instructional Television Center, NITC, 1969. $2.50 (ED 029-501)

Continuing Public Education Broadcasting. NITC, September 1969. $3.50 (ED 038 042)

"Ready? Set . . . Go!"—A Preliminary Evaluation. NITC, 1969.*

The Analysis of Attention to a "Ripples" Encounter. NITC, 1970.*

Report of "Ripples" Evaluation Activities to the Consortium Members. NITC, July 1970. No Charge.

One Week of Educational Television, Number 6. National Instructional Television Center and the Corporation for Public Broadcasting, NITC, 1971. $2.50 (ED 050 572)

"Images & Things" Evaluation Report to Consortium Members. NITC, September 1971. No Charge.

Cause & Affect: Summary Report to the Contemporary II. NITC, March 1972.*

The "Inside/Out" Evaluation: The First Five Programs, Parts I and II. Bureau of Public Discussion, Indiana University, July 1972. $5.00 (ED 070 250 and ED 070 251)

"Ripples" Use: A Second-Year Survey. NITC, Fall 1972.*

"Images & Things" Content Analysis. North Texas State University, 1972.*

Research Report: "Inside/Out" Teacher's Guide Survey. NITC, May 1973.*

Consortium Agency Utilization and Promotion Activities for "Inside/Out." NITC, Fall 1973.*

Decision-Oriented Research in School Television. AIT, September 1973.* (ED 082 536)

"Ripples": A Third-Year Survey. AIT, December 1973. No Charge.

Research Memo: The Use of the "Inside/Out" Soundsheet. AIT, January 1974.*

Research Memo: Teachers' Opinions of "A Matter of Fact" Program Posters. AIT, August 1974.*

Report on Evaluation Activities of the "Bread & Butterflies" Project. Educational Testing Service and AIT, October 1974. $3.00 (ED 097 921)

Research Memo: Television/Film Series on Essential Learning Skills. AIT, October 1974.*

Preliminary Formative Evaluation Report: "Pressure Makes Perfect." AIT, April 1975.*

Preliminary Formative Evaluation Report: "Trying Times." AIT, August 1975.*

Formative Evaluation of "Self Incorporated" Programs (Research Report Number 30). AIT, January 1976. $5.00 (ED 119 712) Summary. (ED 119 711)

"Inside/Out" Teacher's Guide Survey (Research Report Number 31). February 1976. No Charge.

"Bread & Butterflies" Teacher's Guide Survey (Research Report Number 32) in preparation.

Technical Report: AITGRAF: The AIT Classroom Interaction Analysis Graphing Program (Research Report Number 33.) October 1976. No Charge.

Teachers' Opinions about the Viewer's Guide for The Parent Crunch *from "The Heart of Teaching" Series* (Research Report Number 34). March 1976. No Charge.

Formative Evaluation of "MeasureMetric" Program-on Length (Research Report Number 35). May 1976.*

Research on the Format and Style of "The Heart of Teaching" Viewer's Guide (Research Report Number 36). September 1976. No Charge.

"Stories From 'Inside/Out'," Its Availability and Use (Research Report Number 37). June 1976. No Charge.

A Compilation of Instructional Television Series for Secondary School Use (Research Report Number 38). June 1976. No Charge.

Responses to the Essential Skills Television Project Orientation Program (Research Report Number 39). August 1976.*

An Evaluation of "The Heart of Teaching" Leadership Training Institute (Research Report Number 40). August 1976.*

Responses to the Questionnaire included in "The Essential Skills Television Project: A Working Document" (Research Report Number 41). September 1976.*

Review of Economic Education Design Team Draft Reports (Research Report Number 42). September 1976.*

A Survey of the Individual Program Teacher Guides for "Self Incorporated" (Research Report Number 43). November 1976.

Formative Evaluation of Economic Project Television Scenarios: Part I (Research Report #44). December 1976.

AITATTN: The AIT Attention Plotting Program (Research Report #45). January 1977.

Affective Films for the Hearing Impaired Child: A Test of Captioned "Inside/Out" Programs (Research Report #46). April 1977.

A Challenging Picture: The Status of ITV Utilization in Secondary Schools (Research Report #47). June 1977.

Research on the Use of Television in Secondary Schools (Research Report #48). June 1977.

Economic Education Consortium Script Review Procedures (Research Report #49). June 1977.*

Formative Evaluation of "Trade-offs" Television Scenarios: Part II (Research Report #50). July 1977.